

Department of Educational Studies

Fall Semester 2011

EDPS 36200: Organization and Management of Instructional Behaviors and Environments

Tuesday/Thursday 12:00-1:15

KRANNERT G005

Instructor

Jordan Shurr, M. Ed.

BRNG 5159

(765) 494-0090

jshurr@purdue.edu

Office hours by appointment

Required Text

Alberto, P., & Troutman, A. (2008). *Applied Behavior Analysis for Teachers* (8th ed.).

Upper Saddle River, NJ: Prentice Hall.

French, N. K. & Chopra, R. V. (2006) *Teachers as executives*. *Theory Into Practice*, 45(3). pp 230-238.

(available through Purdue online article search: www.lib.purdue.edu)

Purpose

This course is designed to present students with applied behavior analysis strategies and tactics to ensure they are able to make effective instructional decisions and to evaluate the results of those decisions. Procedures covered in class include those to accelerate, decelerate, and maintain student academic and social behavior. Application of learning theory, measurement procedures, and verification of functional relationships will be emphasized. Knowledge of current significant research in Applied Behavior Analysis will be facilitated through research readings.

Course Objectives: Met through lecture, discussion, observation, literature reviews, and applied projects. By completion of the course, all students should be able to:

1. Demonstrate knowledge of the terminology, measurement techniques, monitoring designs, and graphic procedures employed in Applied Behavior Analysis;
2. Demonstrate knowledge of intervention procedures for the increase and decrease of behavior appropriate for students of various ages, disabilities, cultural backgrounds, and in various settings;
3. Conduct an Applied Behavior Analysis project that demonstrates a functional relationship between an intervention strategy and a target academic or social behavior;
4. Prepare a written and an oral presentation of a project that clearly and professionally communicates the project components and results.

Course Requirements

1. **Quizzes:** There will be five (5) short quizzes distributed evenly throughout the semester. These quizzes will be given in class and will consist of multiple choice and short answer questions. Each quiz is worth 50 points. With the exception of your final quiz, your lowest quiz grade will be dropped. (Total points = 200) **Quiz Dates: 9/13, 9/27, 10/20, 11/8, FINAL QUIZ AVAILABLE DURING FINAL EXAM WEEK**

2. **Class Attendance/Participation:** Students are **expected to attend and participate** in each class. As part of the daily participation, students will be required to answer daily questions based on readings, lectures, and/or homework assignments. Given that you must attend class to participate, attendance will be factored into your final grade using the following scale:

(Total points = 50)

0-2 classes missed	50 points
3 classes missed	25 points
4 or more classes missed	0 points

3. **Applied Project:** Students will be required to develop, implement, and present the findings of an applied project. This project will consist of (a) a brief intervention paper (no more than 5 typed pages), (b) data collection (baseline and intervention), and (c) presentation of findings in a poster session. (See attached form for outline/contents for the paper). **Components of this project will be due throughout the semester** (see “course outline” for specific dates).

(Project Components=40 points; Final Paper= 85 points; Presentation= 25 points; Total points = 150).

PAPER DUE: 12/8 PRESENTATION: 12/6, 12/8

4. **Assignments:** Students will be required to complete:

- **5 short homework assignments** throughout the semester (10 points each for a total of 50 points)
- **Web Resource Summary:** Students will work in groups of 3-4 to select a web resource that focuses on providing tips, forum for discussion, and/or research regarding ABA, behavior management, classroom management, or behavioral disorders. Students will compose a 1-page summary as well as a 5-10 minute presentation including how the resource may be beneficial to the classroom teacher. (15 points)
- **News Summary/ Discussion:** In pairs, students will be required to facilitate a discussion of a pertinent news article related to behavior in the schools. Discussions will consist of a short verbal summary of the article and 2 main questions to the class regarding the article. Students will be responsible for leading this 5-10 minute discussion. (25 points)

(Total points = 90)

5. **Extra Credit: TBA** (20 points)

6. **TASK STREAM.** In order for your final grade to be issued, you **MUST** post your **final intervention paper** on TaskStream. Posting of artifacts onto TaskStream is required to ensure that your licensure requirements are met. If you are not taking this class as a licensure-related course, you do not need to post anything to this site.

Evaluation Scale

Quizzes	200 points	490 points = A+
Attendance/Participation	50 points	456-489 points = A
Applied Project	150 points	441-455 points = A-
Assignments	90 points	426-440 points = B+
Total	490 points	407-425 points = B
Extra Credit	20 points	392-406 points = B-
		377-391 points = C+
		358-376 points = C
		343-357 points = C-
		328-342 points = D+
		309-327 points = D
		294-308 points = D-
		below 294 = F

IF YOU HAVE A DISABILITY AND REQUIRE ACCOMMODATIONS

- Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs. If you have a documented disability that requires the use of a “script” of lectures and videos, please let your instructor know as soon as possible. A script of all lectures and videos will be made available to you.

ACADEMIC DISHONESTY STATEMENT

- Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest."

[University Senate Document 72-18, December 15, 1972]

EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: the course web page, my email address: jshurr@purdue.edu, and my office phone: 494-0090.

LATE ASSIGNMENTS

Any assignments turned in after the due date will be subject to a 10% per day penalty (unless prearranged with the instructor). No assignments will be accepted after 5 days. Excuses such as “my computer didn’t work” or “my printer was out of ink” are not considered acceptable excuses. We have many computers and printers on campus if yours is experiencing difficulties. It is your responsibility to ensure that your assignments are completed and turned in on time.

COURSE OUTLINE

Date	#	Topic	Readings	Assignment
8/23	1	Introduction to Course	Syllabus	
8/25	2	Roots of Applied Behavior Analysis	pp. 1-22	
8/30	3	Behavior Objectives	pp. 23-52	
9/1	4	Behavior Objectives/ Applied Project Introduction	pp. 23-52	
9/6	5	Expanding objectives	pp. 23-52	
9/8	6	Expanding objectives	pp. 23-52	PROJECT: Participant Summary due Homework #1 due
9/13	7	QUIZ 1 in RHPH 316		
9/15	8	Data collection	pp. 53-92	
9/20	9	Data collection/IOA (lecture)	pp. 53-92	Homework #2 due
9/22	10	IOA: on campus assignment	pp. 53-92	PROJECT: Operational definition due
9/27	11	QUIZ 2 in RHPH 316		
9/29	12	Graphing	pp. 95-114	PROJECT: Data collection procedure due
10/4	13	Graphing/Designs	pp. 115-165	
10/6	14	Designs continued in RHPH 316	pp. 115-165	Homework #3 due
10/11	x	OCTOBER BREAK		
10/13	15	Functional Assessment	pp. 169-213	PROJECT: Design, rationale, intervention due
10/18	16	Functional Assessment cont.	pp. 169-213	Homework #4 due
10/20	17	QUIZ 3 in RHPH 316		
10/25	18	Increase behavior	pp. 215-260	PROJECT: ABC analysis due
10/27	19	Increase behavior cont.	pp. 215-260	
11/1	20	Decrease behavior	pp. 263-301	Homework #5 due
11/3	21	Decrease behavior cont.	pp. 263-301	
11/8	22	QUIZ 4 in RHPH 316		
11/10	23	Generalization and Differential R+	pp. 305-363	
11/15	24	Self-management & Ethics/ Web Resources in ENAD 135	pp. 365-384; 385-402	Web Resource Summary due
11/17	25	Paraprofessional Training in SC 277	French Article	
11/22	26	Individual Meetings	<i>To be scheduled</i>	
11/24	x	THANKSGIVING BREAK		
11/29	26	Individual Meetings	<i>To be scheduled</i>	Extra Credit Due
12/1	26	Individual Meetings	<i>To be scheduled</i>	
12/6	27	Poster presentations		
12/8	27	Poster presentations		Final Paper Due
12/12-12/16	28	Finals Week		Final Quiz

Outline/Contents for Paper

I. Introduction

- A. Identification of target behavior
- B. Nature of proposed change

II. Method

- A. Participant and setting
- B. Behavior objective
- C. Data collection procedure (include data sheet), description, rationale
- D. Intervention and materials: antecedents and consequence arrangements (contingency and reinforcement [or punishment where appropriate] and schedule changes)
- E. Experimental Design: description and rationale

III. Results - a report of the data collected to include means, ranges, and/or trials to criterion for pertinent phases

- A. Baseline
- B. Intervention phases
- C. Post-checks and/or on-going intervention
- D. Reliability

IV. Discussion

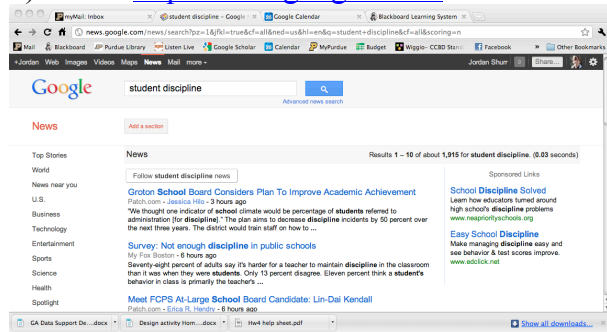
- A. Relationship of study conducted and its results to those discussed in the introduction
- B. Discussion of occurrences during study

News Summary/ Reflection

This paired group activity involves finding an online or hard copy news article, blog entry, or other recently published document regarding a behavior-related issue in the schools and leading a short in-class discussion of the topic. Each group member is also to individually provide a 1-page summary of the article including their personal reflection and perspective of the topic and 2 key questions to engage the class in discussion. A copy of the resource reviewed should be included with the assignment when submitted online.

Some tips for finding online text:

1) Go to: <http://news.google.com/>



2) Type search terms in Google search bar & search

*Search terms to use: *education, school, student + discipline or behavior*

3) Find a relevant and recent article

relevant= has to do with an actual event or topic related to student behavior in the schools (does not have to be negative behavior). This could include behavior policy, unusual behavioral incidents, behavioral theory or programs in the schools...

recent= published within the past 1-2 weeks, the more recent the better

4) Feel free to alter your search terms in order to find a fitting article (some other terms to try with school or education: special education, behavior problem, restraint, seclusion, applied behavior analysis, time out, punishment, reinforcement, behavior management)

5) Come up with 2 questions that will spark discussion among the class.

Example story on the use of a school-wide positive behavior plan

Poor question= Did the school-wide plan work for the students in this school?

This is an informational question with a simple and obvious yes/no response from the text and will not lead to substantial discussion

Good questions= 1) What are some of the potential benefits and negative consequences of using such an approach?

2) Does this seem like a practical approach? Why?

These questions leave room for judgment based on personal understanding and experience.

These are the types of questions that will bring out the discussions and differences in opinion that are similar to those occurring within the general public.

Start: _____ End: _____

Presentation Rubric

Total Points: _____/25

Student: _____ Date: ____/____/____ Topic: _____

Area	Unacceptable	Acceptable	Excellent
Content	1) Provided an inadequate summary of the article 2) Presented a personal perspective on the topic with minimal clarity 3) Did not initiate class discussion (0-4)	1) Provided an adequate summary of the article 2) Presented a personal perspective on the topic with moderate clarity 3) Offered one question of statement to initiate a class discussion. (5-7)	1) Provided a very clear summary of the article and included any additional related information as appropriate 2) Presented a clear personal perspective on the topic. 3) Offered two questions or statements to initiate a class discussion on the topic. (8-10)
Points:			
Comments:			
Organization	1) Presentation was less than 2 minutes within the allotted time frame 2) Presentation was difficult to follow 3) The presenter exhibited minimal knowledge of the topic and article (0-4)	1) Presented was within 2 minutes (3-5 or 10-12) of the allotted time frame 2) Presentation was somewhat difficult to follow at times 3) The presenter exhibited moderate knowledge of the topic and article (5-7)	1) Presentation was within the 5-10 minute time frame 2) Presentation was easy to follow 3) The presenter exhibited knowledge of the topic and article (8-10)
Points:			
Comments:			
Delivery	1) The presenter had considerable difficulty using eye contact and speaking clearly 2) The presenter displayed minimal energy and interest in the topic. (0-1)	1) The presenter had some difficulty using eye contact and speaking clearly 2) The presenter displayed moderate energy and interest in the topic (2-3)	1) The presenter spoke clearly and used eye contact with the class. 2) The presenter displayed energy and an interest in the topic (4-5)
Points:			
Comments:			

362 Applied Project Paper

Levels:	Excellent	Acceptable	Not Acceptable	Score
<i>Criteria:</i>				
APA Style	No APA style errors	Five or fewer APA style errors throughout the document	More than five APA style errors	
Introduction	Comprehensive introduction that provides a clear rationale for the purpose of the behavior change and a clear operational definition of the target behavior.	Introduction provides a rationale for behavior change and a mostly clear operational definition of target behavior	Either the rationale is unclear or the operational definition is inappropriate.	
Methodology	All components are present and clearly described	All components are present and most are clearly described. Some "tweaking" may be needed	Components are missing or may be incorrectly described	
Results	Clearly described and includes "the facts" related to baseline and intervention. Graphs are correct and reliability was addressed and reported.	Includes the facts related to baseline and intervention. Few to no errors on graph. Reliability was reported.	Components are incorrectly reported. The graph may be missing or incorrectly completed. Reliability is missing or incorrectly reported.	
Discussion	Purpose was clearly restated. Interpretation of the results is presented. Suggestions for future investigations are provided.	Components are all present	Components may be missing or inappropriately presented.	

362 Target behavior and operational definition

Levels:	Excellent	Acceptable	Unacceptable	Score
<i>Criteria:</i>				
Target behavior	Specific, observable behavior is identified	General behavior is identified but may need to be clarified a bit.	Behavior is not identified or extremely vague	
Operational definition	Behavior is clearly defined with specific characteristics identified. What the behavior is "not" is also identified.	Behavior is clearly defined with specific characteristics identified.	Operational definition is either missing or not clearly presented.	

362 Data procedure and data sheet

Levels:	Excellent	Acceptable	Unacceptable	Score
<i>Criteria:</i>				
Data collection procedure	Data collection procedure is appropriate for measuring the target behavior. A rationale for why procedure is being used is provided.	Data collection procedure is appropriate for measuring the target behavior.	Data collection procedure is inappropriate for measuring the target behavior.	
Data sheet	Data sheet contains detailed components and information. It is appropriate for use the target data collection procedure.	Data sheet is appropriate for use the target data collection procedure.	Data sheet is not appropriate for measuring target behavior.	

362 Design, rationale, and intervention

<i>Levels:</i>				
<i>Criteria:</i>	Excellent	Acceptable	Unacceptable	Score
Design and rationale	Design is appropriate for measuring the effectiveness of the intervention on the target behavior. A clear and comprehensive rationale for using the particular design is provided.	Design is appropriate for measuring the effectiveness of the intervention on the target behavior. A rationale is provided.	The design is not appropriate for use.	
Intervention	Provides detailed information about the intervention to be used (reinforcers/punishers identified, materials that will be used, etc.)	General description of intervention is provided. Some details may be missing.	Intervention is either not described or is lacking sufficient detail to determine whether design will work with the intervention provided.	